



GET READY: PLAN YOUR CAREER!

FACILITATOR GUIDE

SESSION OVERVIEW

This 40 minute session will introduce students to the career planning process. The steps of the process will be outlined and the purpose of each step determined. The importance of knowing about this process will be discussed.

LEARNING OBJECTIVES

1. Students will develop an understanding of the word “career”.
2. Students will be able to identify the steps of the career planning process.
3. Students will learn the purpose of each of the steps in the career planning process.
4. Students will recognize the importance of understanding and using this process when making career decisions now and in their future.

MATERIALS

Hand Out 1 – Looking Ahead!

Hand Out 2 – Career Planning Process

Chart paper and markers for group activity in “Career Planning – One Step at a Time” section.

Teacher References: Alberta Employment and Immigration publications “Career Planner: Choosing an Occupation” and “Assessing You: the first step in career planning” available at www.alis.alberta.ca

OVERVIEW AND TIMELINES

Introduction – Defining “Career”	5 Minutes
Looking Ahead!	10 Minutes
Career Planning – One Step at a Time	20 Minutes
Wrap Up – Just the Beginning	5 Minutes

ACTIVITIES

INTRODUCTION – DEFINING “CAREER”

Ask students how they would define the word “career”.

Possible responses could include: work that one enjoys and will do for a long time, has an opportunity for advancement, has higher earnings, requires more education.

Discuss that, while many people think only professionals like engineers, doctors, teachers, lawyers and accountants have careers, the term “career” is much broader than paid work and refers to the sum total of all life experiences including both paid and unpaid work, education, volunteer work, community involvement, parenting, recreational activities, hobbies and interests.



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Emphasize that by using the above definition, everyone has a career – even if you have never had a paid job! This definition also places value on all experiences, activities and roles in life as valuable opportunities to learn and develop skills.

Ask the students if they have a career now. *Yes they do!*

Ask the students to list some of the roles they have within their “career”.

Record responses on the board.

Examples could include: student, sports team member, club member, son/daughter, part time worker, volunteer, babysitter, sister /brother, friend, musician ...

Explain that all of these roles and everything they do makes them who they are and knowing this is an important part of career planning.

LOOKING AHEAD!

Explain that career planning is really life planning and that, when you are choosing the kind of work you will do, it is important to look to the future and think about the kind of life and the lifestyle you want to have for yourself.

Lead a discussion on how the occupation and job you choose will impact your life.

Possible points of discussion could include: the location of the job (where you will work and live), the number of hours worked (availability of time and energy for community involvement, family and friends, hobbies and activities), level of income (affordability of desired lifestyle).

As students proceed to develop occupational ideas they will need to evaluate whether the ideas will allow them to create the life they want for themselves.

Distribute **Looking Ahead!** (Hand Out 1).

Instruct the students to use their imaginations, think ahead, and create a vision of their future by completing each of the statements on the “Looking Ahead!” activity sheet. Imagine the possibilities for the life you would live if you could!

Upon completion of the activity remind the students that, while they may not fully achieve their visions and that their visions may change over time, looking to the future and having a vision helps them to decide what is important to them in life. From this, they can then choose a direction and take steps toward achieving their visions of life, including the selection of an occupation.

CAREER PLANNING – ONE STEP AT A TIME

Emphasize that choosing an occupation and the work you will do is a major decision within career and life planning.

Inform students that approximately 45,000 job titles currently exist and that, with so much choice available, this decision is complex.

Explain that there is a process called the career planning process that has been designed to assist individuals with such decision making. Through a step-by-step



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process, future occupational possibilities are identified and then explored to discover if they will result in the life desired.

Distribute **Career Planning Process** (Hand Out 2).

Together with the students, outline and review the five steps of the career planning process as listed on the handout.

Activity: Divide the students into five groups. Assign each group one of the five steps of the career planning process. Instruct the students to brainstorm within their groups a list of ways to achieve the goal of their assigned step. Distribute chart paper and a marker to each group.

Upon completion of the brainstorming activity have groups post their lists and present their ideas to the entire class. Provide additional ideas from the Top Up List below.

Have the students record some of the ideas presented for each step of the career planning process in the spaces provided on Hand Out 2,

Alternate activity: Brainstorming may be done as a class with ideas listed for each step on the board.

Top Up List for Facilitators

Step 1: Self-Evaluation

How can you learn about yourself?

- Self-assessment activities and quizzes
- Feedback from parents, family, teachers, coaches, friends
- Taking different courses, classes, camps
- Volunteering
- Paid work experiences
- Favourite school subjects
- Recreational activities
- Hobbies and interests

Step 2: Generating Options

How do you generate options?

- Self-assessment results
- Brainstorm ideas based on interests
- Observation within community
- Tour worksites
- Work of parent's friends
- Work of friend's parents
- Books, movies, TV, internet
- Classified ads
- Yellow pages, Community Directory

Step 3: Researching Options

How can you gather information?

- Internet websites
- Books, newspapers, magazine, journals
- Talk to people – employees, employers, career fairs, job fairs, trade shows, schools
- Contact industry organizations / associations
- Touring worksites
- Tour educational facilities
- Take courses
- Part time jobs
- Volunteering
- Option and CTS courses
- Work Experience, RAP in high school
- Job shadowing
- Career counselors

Step 4: Making Decisions

How do you make good decisions?

- Have lots of options to choose from!
- List the pros and cons
- Evaluate the options
- Prioritize your criteria – what do you want most?
- Talk to people – parents, friends, counselors
- Follow your heart, intuition

Step 5: Action Planning

How can you set up an action plan?

- Set specific goals and write a "To Do" list
- Set timelines and use a calendar
- Resume, applications, school tours, fees!
- Use support of parents, friends, teachers



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WRAP UP – JUST THE BEGINNING

Refer the students to Hand Out 2 **Career Planning Process** and ask them why the steps of the career planning process are in the shape of a circle.

Inform the students that they will make, on average, 17 employment transitions in their adult working lives. Indicate that as they encounter change within themselves or within the work world around them, they may need to adapt or change the work they do. This creates the need to revisit the career planning process at different times throughout their lives. Developing an understanding of the career planning process will assist them in making these transitions.

Remind the students that as they work their way through the five steps of the process while in school, it is just the beginning of their career and life journey!

- To clarify that the learning objectives have been accomplished, ask the students these questions:
- Can you define the word “career”?
- Do you understand that you have a career you are building now?
- Are you able to identify and explain the five steps of the career planning process?
- Do you recognize that the career planning process is a useful tool that you may use many times in your life?



LOOKING AHEAD!

Look ahead, envision your future and complete the activity below.

1. I would like to graduate from high school in:

(Name a year)

2. I would like to take post-secondary training at a:

(trade or technical school, college, university...)

3. I would like to travel to:

(Name a place, city, country, continent...)

5. I would like to have time to:

(Name a volunteer or community activity)

4. I would like to drive a:

(Name a type of car)

7. I would like to work as a:

(Name an occupation)

6. I would like to live:

(On a farm or name a town, city, province, country...)

10. I would like to live with:

(What does your family look like?)

9. I would like to spend time:

(Name a recreational activity or hobby)

8. I would like to learn how to:

(Name something you would like to learn)

Career Planning Process

STEP ONE: SELF-EVALUATION

Gather information about yourself – interests, strengths, values, skills, personality – so that you can find work that is a good “fit” for you!

How: _____

STEP TWO: GENERATING OPTIONS

After completing Step One make a list of occupational ideas that “match” what you have learned about yourself. Think big! The list should be long!

How: _____

STEP THREE: RESEARCHING OPTIONS

To narrow down the ideas from the list you made in Step Two, research and explore each one. Some will stay on the list, but you will get rid of many! The ones left on the list are ones that would be good possibilities for you.

How: _____

STEP FOUR: MAKING DECISIONS

The more research you do in Step Three the easier it will be to make a decision that is the best for you. This will be the first of many big decisions in your life!

How: _____

STEP FIVE: ACTION PLANNING

Allow the decision you made in Step Four to become a reality by doing what needs to be done so that you can get a job doing that kind of work. Make it happen!

How: _____

